

School District of San Juan

Date: April 15, 2020

Functional Behavioral Assessment for Maria Warner

Please check which of the following data items were considered by the team.

<input checked="" type="checkbox"/> Academic Records	<input type="checkbox"/> Medical evaluations	<input checked="" type="checkbox"/> Parent interview
<input type="checkbox"/> Attendance records	<input checked="" type="checkbox"/> Observations of student	<input type="checkbox"/> Student interview
<input checked="" type="checkbox"/> Special education evaluations	<input type="checkbox"/> Discipline records	<input type="checkbox"/> Other

<b>BEHAVIOR</b> List and describe the behavior(s) that adversely affect the student's learning.	<b>TRIGGERS</b> Factors that usually precede the behavior(s).	<b>SETTING FACTORS</b> Description of setting (where, when, and whom) the behavior is most likely to occur.	<b>FUNCTION OF BEHAVIOR</b> Consider what happens immediately after the problem occurs.
<p><b>Running Away:</b> Takes the form of leaving school building or grounds during the school day and without permission. Often returns to the school after 5-10 minutes.</p> <p>Create BIP for Target Behavior? <b>YES</b></p>	<p><u>Direct Triggers:</u> Power struggle with staff, activities or work that she perceives as too difficult.</p> <p><u>Indirect Triggers:</u> Being tired, arguments with mother (home setting).</p>	<p><u>Frequency/Context:</u> Occurs in average of two times per month. Occurs often in math class.</p>	<p>Task avoidance, consequence avoidance, attempt to cope with strong emotions, to assert power.</p>
<p><b>Aggression Towards Others:</b> Fighting with peers and aggression towards staff.</p> <p>Create BIP for Target Behavior? <b>YES</b></p>	<p><u>Direct Triggers:</u> Difficulty with peer relations, teacher directives when she is in heightened emotional state.</p> <p><u>Indirect Triggers:</u> Delayed retaliation against peers (related to previous conflicts).</p>	<p><u>Frequency/Context</u> Occurs in an average of twice per week. More likely when substitute staff present. Also, more likely during less structure times (between classes, lunch) and with presence of specific peers.</p>	<p>Assertion of power, retaliation against peers (revenge), attention from peers.</p>

### Behavior Intervention Plan (BIP) Example

<b>Target Behavior</b> What behavior(s) adversely affect the student's learning?	<b>Preventative Strategies</b> What will adults do to support the student and prevent the target behavior from recurring?	<b>Replacement Behavior</b> What behavior will be taught to replace and serve the same function as the target behavior?	<b>Instructional Strategies</b> What strategies will be used to instruct the student in the use of replacement behaviors?	<b>Positive Consequences</b> What will be done when the student uses correct replacement behaviors?	<b>Negative Consequences</b> What will be done with the student when the target behavior recurs?
<b>Running Away:</b> Takes the form of leaving the school building or the school grounds during the school day and without permission. Often returns to the school after 5-10 minutes.	<ul style="list-style-type: none"> <li>• Foreshadowing and preplanning with student about upcoming activities.</li> <li>• Opportunities to talk about anxiety, anger, and frustration she is feeling</li> <li>• Breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Give pre-established cue or pass to staff, go to identified "safe" space</li> <li>• Use journal to write about frustrations, concerns etc.</li> <li>• Speak to trusted staff about concerns, frustrations etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills/anger management coaching</li> <li>• Develop system of passes and/or nonverbal cues between teachers &amp; student to communicate need for break</li> <li>• Teach student ways to use journal effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Earn points that can be used for other tangible rewards</li> <li>• Phone call home to share positives with mother</li> <li>• Verbal praise &amp; feedback</li> <li>• Opportunities for more choices &amp; freedom w/in school setting</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of points</li> <li>• Increased adult supervision during the next 2 days</li> <li>• Possible in school suspension</li> <li>• Possible police involvement if leaves school grounds</li> </ul>
	<b>Person Responsible:</b> Any staff working with student		<b>Person Responsible:</b> Special education staff	<b>Person Responsible:</b> Special Ed. Teacher & General Ed. Teacher	<b>Person Responsible:</b> Case manager, principal, school crisis team
<b>Target Behavior:</b>	<b>Preventative Strategies:</b>	<b>Replacement Behavior:</b>	<b>Instructional Strategies:</b>	<b>Positive Consequences:</b>	<b>Negative Consequences:</b>
<b>Aggression Towards Others:</b> Fighting with peers and aggression towards staff	<ul style="list-style-type: none"> <li>• Breaks</li> <li>• Opportunities to talk about anxiety, anger, and frustration she is feeling</li> <li>• Separation of student from peers (seating arrangement etc.)</li> <li>• Minimize verbal interactions (staff &amp; peer)</li> </ul>	<ul style="list-style-type: none"> <li>• Give pre-established cue or pass to staff, go to identified "safe" space</li> <li>• Use journal to write about frustrations, concerns etc.</li> <li>• Speak to trusted staff about concerns, frustrations etc.</li> <li>• Participate in adult facilitated mediation with student &amp; specific peer</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills / anger management coaching</li> <li>• Develop system of passes and/or nonverbal cues between teachers &amp; student to communicate need for break</li> <li>• Instruction/coaching on how to participate in mediation process</li> </ul>	<ul style="list-style-type: none"> <li>• Earn of points that can be used for other tangible rewards</li> <li>• Phone call home to share positives with mother</li> <li>• Verbal praise &amp; feedback</li> <li>• Opportunities for more choices &amp; freedom w/in school setting</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of points</li> <li>• Increased adult supervision during the next 2 days</li> <li>• Possible suspension (in school/out of school depending on severity)</li> <li>• Possible police involvement if student remains highly dangerous &amp; out of control</li> </ul>
	<b>Person Responsible:</b> Any staff working with student		<b>Person Responsible:</b> Special education staff	<b>Person Responsible:</b> Special Ed. Teacher & General Ed. Teacher	<b>Person Responsible:</b> Case manager, principal, school crisis team

Behavior Intervention Plan (BIP) Example

**Crisis Plan:**

Are crisis management procedures needed to ensure the safety and de-escalation of the student's behavior in emergency situations?

Yes  No

If YES describe procedures, including who will be responsible for the implementation of each step.

**Crisis Procedures:**

- Remove all students to alternate location.
- Remove non-essential staff to alternate location.
- Call principal, case manager & crisis team from safe location / Do not attempt to move student or restrain student alone!
- Team, including case manager & principal will determine immediate action based on situation.
- Team will intervene to ensure student's & staff safety, restraint & seclusion only used as last resort & only by trained staff!
- If student demonstrates in-control behavior for minimum of twenty minutes, student will go to resource room to debrief, then proceed with day in resource room
- If student continues to escalate or remains out-of-control for 30 minutes, parent will be contacted to inform of situation & if student continues to be dangerous to self or others, police may be called to assist.
- Principal will make determination as to whether or not in school or out of school suspension is warranted

**Person(s) Responsible:**

Case manager, Principal, Crisis Team